

The Technology of Working with Text in Mastering Synonyms

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Abstract: This article discusses the richness of our language and the advantages of mastering synonyms through text in native language lessons. Several methods of mastering synonymous units through text are recommended, and sample tasks are given to introduce these methods into the lesson process. The expected results from the recommended tasks and methods, the priority aspects of these methods in mastering the subject are indicated, and conclusions are drawn.

Keywords: Synonymy, synonym, synonymous series, lexeme, text, method, task, text synonyms.

Introduction: Continuous learning plays a crucial role in expanding students' vocabulary and developing their skills in using synonyms. Mastering new words through continuous reading of texts accelerates the process of incorporating these units into speech, as it enables the language learner to also acquire the skill of when and where to use these units. Students who regularly engage in reading, both in and outside the classroom, tend to acquire a broader vocabulary and a better grasp of synonyms. According to a study published in the Journal of Educational Psychology, students who read more books demonstrate higher vocabulary knowledge compared to those who read less.

"The success of the educational process is determined by developing students' ability to transform received information into knowledge. In other words, a rule is essential knowledge about the correct use of a language unit. Only when students are equipped with this knowledge can they speak correctly and articulately, and express their thoughts in writing" [Mavlonova, 2023: 22]. Learning synonyms is not just about memorizing words; it is crucial to be able to use them appropriately in various contexts and speech situations. Continuous education provides students with ample opportunities to practice using synonyms in writing, speech, and comprehension. It also helps the younger generation, as native speakers, understand

the nuances of language use.

Literature review

In this sense, working with texts in native language lessons is one of the most effective means of improving students' creative potential, expanding their vocabulary, and developing cultured speech. In our republic, the development of students' coherent speech is linked to the process of essay writing. The methodological works of U. Dolimov and O. Madayev focus on essay writing skills, which are one of the forms of text analysis developed over the years [Dolimov, 1985; Madayev, 1991; Madayev O., Sobirov A., Kholmanova Z., 2020]. In the research of N. Sattorova and M. Hazratkulov, the highest form of coherent text - the essay - is also studied [Sattorova, 1995; Hazratkulov, 2018]. Issues of teaching the native language and Uzbek language (state language) in general secondary education, developing students' speech and linguistic competencies related to text creation, and fostering creative thinking have been studied by M. Rikhsieva, T. Ziyodova, R. Yuldashev, R. Safarova, Sh. Yusupova, Kh. Mukhitdinova, F. Aminova, N. Alavutdinova, N. Bekniyazova, A. Khamroev, G. Khamroev, and Z. Salisheva. The topic of teaching text structure in Russian language instruction has been examined by Y.M. Sorokina, G.N. Urinbaeva, and S. Sadikhova.

A comprehensive analysis of working with text in school education was conducted in Klara Mahmutovna Mavlonova's research on the "Methodology of Teaching Text Structure in Native Language Lessons" [Mavlonova, 2023].

DISCUSSION

"Synonymy is a common, universal phenomenon in language, but it is not a category that covers the entire vocabulary. That is, not all lexemes in the dictionary have their own synonyms. In synonymous lexemes, along with the identity and commonality of meaning, there is also semantic difference. Of course, in synonyms, semantic commonality prevails over semantic difference, and synonymy occurs on the basis of semantic commonality" [Hakimova, 2019: 180]. By conveying this aspect of synonyms to the students, the teacher facilitates the successful completion of the given tasks.

In primary grades, theoretical information about synonyms is not provided; instead, the concept of synonyms is developed through practical exercises. Work with synonyms begins at an elementary level in the 1st grade: students are taught to find synonyms for given words, explain how to express them differently, and in the 2nd and 3rd grades, they learn to identify and say two or three synonyms for a given word.

In higher grades, this knowledge is deepened, and existing knowledge and skills are reinforced with theoretical information. This process follows the principle of progressing from simple to complex. Below

are examples of some methods aimed at mastering and using synonyms that can be applied in the lesson process.

Experiment 1

It is advisable to conduct this experiment in the 5th and 6th grades. A student who has completed primary education has knowledge of synonyms: they understand and can apply them.

According to Bloom's famous taxonomy, students need to know and understand a certain phenomenon or topic, be able to apply it in specific life situations, analyze it, synthesize (create) based on what they have learned, and evaluate situations (phenomena) based on the acquired knowledge, skills, and abilities. These experiences develop skills in cognition, understanding, analysis, creation, and evaluation.

Task 1.

Find synonyms for the words highlighted in the text (to know, to understand, to apply).

Australian "savages" were not only skilled artists but also possessed considerable knowledge of anatomy - body structure. As evidence of this, one can cite the rock paintings created by Aborigines. Some of these depict the bodies, bones, and internal structures of animals. The eyes of the artist who painted these images were as penetrating as X-ray beams. These paintings have been termed "X-ray style paintings".

| Selected words | Synonyms you recommend |
|-----------------|------------------------|
| <i>skillful</i> | |
| <i>drawn</i> | |
| <i>Animals'</i> | |
| <i>sharp</i> | |
| <i>horse</i> | |
| <i>eyes</i> | |

This task does not cause difficulties for the student, there is a ready-made text, the absence of complex and unfamiliar words in it facilitates understanding the text. The student's attention to the content aspect when replacing the isolated units in the text ensures the success of the task. If the student takes the word separately and looks for synonyms, he may fail to identify the synonym of polysemantic units.

Task 2.

a) Read the example. The word deer is repeated several times in the text. Try replacing the numbered words in

the passage with words that correspond to the content of the text and are close in meaning to the isolated word.

The deer, fleeing from the hunters, hid in the vineyard. When the hunters passed by unnoticed, the deer (1) thought, "Now I am out of danger," and began to eat the vine leaves. The hunter, who had just turned around, noticed him: he immediately fired a shot, wounding the deer (3). Sensing that his death was approaching, the deer (4) groaned in regret: "What a pity: the vine saved me, and I intended to destroy it."

| | |
|----------|--|
| deer(1) | |
| deer (2) | |
| deer (3) | |
| deer (4) | |

b) What conclusion did you draw from the text? (Understanding, analysis, synthesis). (Express in 10-15 words).

c) The word deer is used repeatedly in the text. You replaced it with other words. Explain what differences you noticed. (analysis, synthesis-creation, evaluation)

This task is partly part of the creative construction-synthesis exercises and helps the student develop the skills of finding, understanding, and using text synonyms. The student also learns to refer to text synonyms in order to avoid repetitions in his or her speech. "Partially creative construction-synthesis exercises increase students' attention to their own speech, open up opportunities to enrich it, and increase their independence. The reason why they are called partially creative is that the student thinks up or finds from some source the factual information, connecting means, proverbs, sayings, wise words, hadiths, etc. that are added to the text and inserts them into the text or into the sentence in the text, that is, he is both creative and engaged in construction-synthesis. Based on the content of the text or sentence, he ensures the purity and effectiveness of the content" [Mavlonova, 2023: 25].

Work on the text. Text 1

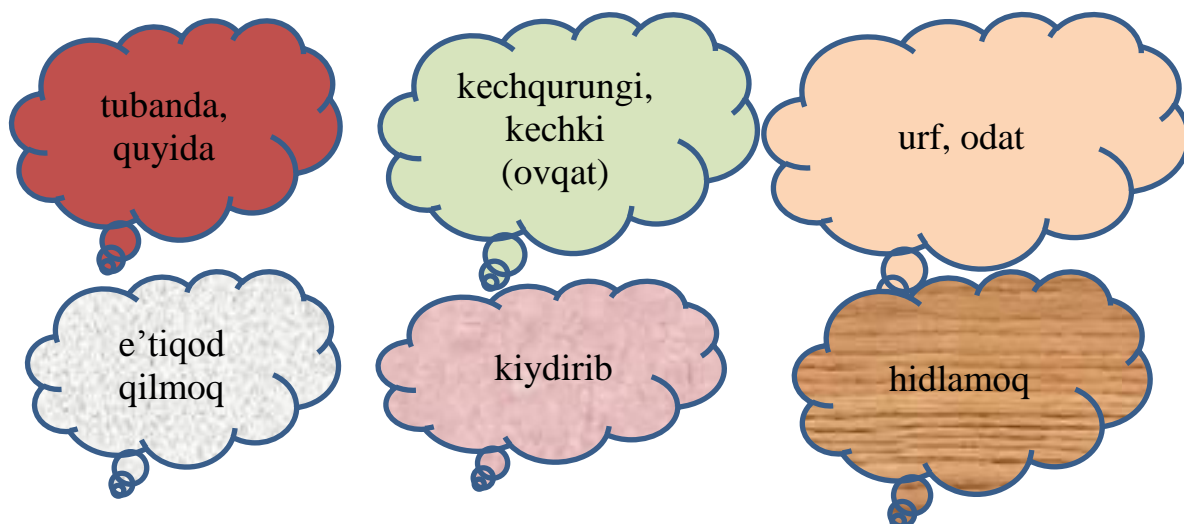
"RAVSHAN" (excerpt from the epic)

Burungi o'tgan zamonda, el-yurti omonda, Buxorodan

tumanda, Taka-Yovmit deganda, Yovmit elida, Chambilning belida Go'ro'g'libek davrini surib, dushmanning dodini berib o'tdi. Qirq yigitni yig'dirib, silovsin to'n kiydirib, kuniga kechkisin sergo'sht qilib, sermoy palovga to'ydirib, semiz qo'ydan so'ydirib, ko'pkarisin choptirib, olomonga ola sarmo yoptirib, el-u xalqning ko'nglini toptirib, Yunus bilan Misqol parini Ko'hi Qofdan, Eram bog'idan keltirib, umr o'tkazar edi. Go'ro'g'libekning farzandi bo'lmadi. Hasanxonni Vayangandan, Avazxonni Xunxordan olib kelib, ikkovini ulim deb, iskasam gulim deb, jon-u dilim deb, tobutimning chegasi, el-u yurtimning egasi, o'lsam, merosxo'rim deb, ikkovi bilan ko'nglini xush qilib, shularga bino qo'yib, "bolam-bo'tam" deb parvarish qilar edi. Avazxonni Og'a Yunus pari "o'g'lim" deb yoqasidan solib, etagidan olib edi, Hasanxonni Misqol pari yoqasidan solib, etagidan olib edi. Parilar ikkoviga bino qo'yib, bolam deb suyib, har qaysisi o'z uylarida parvarish aylab tarbiyat qilar edi. Ikkovini katta qildi. Avazxon bilan Hasanxon ham sher haybatli, yo'lbars kelbatli, qoplon yurakli, arslon bilakli yigitlar bo'ldi. Go'ro'g'libekning ham o'g'illaridan ko'ngli to'ldi. Hasanxon Arzrumdan xon Dallini olib qochib, qirq kun shohona to'ylar berib, o'z rasm-rusumlari bilan oldi. Avazxonga Gulqiz degan bir barno suluvni olib berib, uyini tushirib berib, davrini surib yuraverdi. Hasanxonga xon Dallidan bir o'g'il paydo bo'ldi. Go'ro'g'libek to'ylar qilib, otini Ravshanbek qo'ydi. Avazxon bir-ikki yildan so'ng qizli bo'ldi. Go'ro'g'libek quvonib, suyunib, munga ham to'ylar qilib, otini Gulanor qo'ydi. Enagalar parvarish qilib boqib, bachalarni tarbiya qilib katta qildi".

Task 1.

The text gives obsolete forms or dialectal alternatives of the following words, can you find them?



This task enriches the student's knowledge of literary language and dialect, distinguishes the specific features

of dialect units in the synonymous series, enriches knowledge about obsolete words, and increases vocabulary.

Task 2. Identify and write down the words used in the text in the meaning of child.

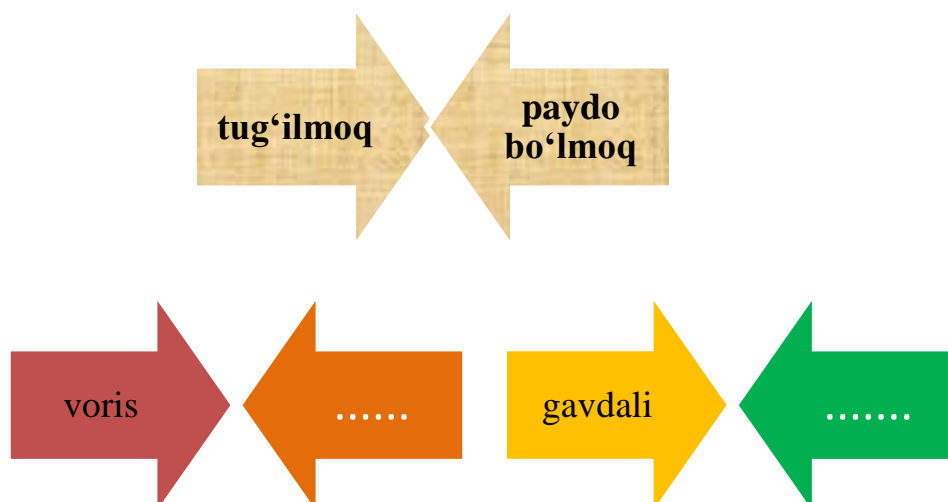


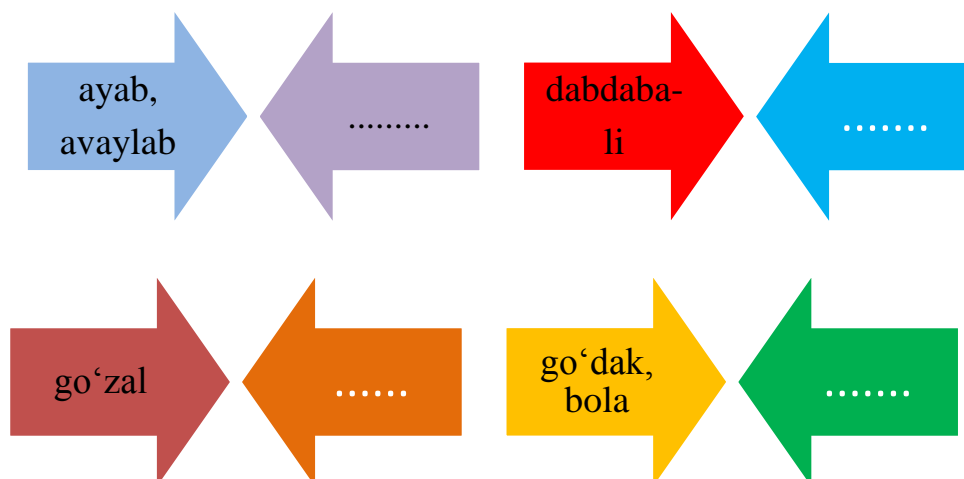
This task is essentially easy, because the text is ready, and by rereading it, the child can easily distinguish units of meaning, which is facilitated by the fact that the student is in the same position in life. However, the expected effect from it is very high: the student learns to concentrate, analyze the text semantically, identify synonyms, understand the difference between lexical

and textual synonyms in the text, increase vocabulary, and master the skills of using the units learned.

Task 3. Find the alternative in the text of the following words.

For example: it was recommended to be born; to appear in the text:





Experiment 2

This experiment tests the student's listening comprehension skills. First, a certain audio text is played or read aloud to the students twice. Then, a copy of the text is distributed. In the distributed version, certain words are omitted and their places are left open. The recipient, relying on the valence and memory of the omitted word, restores the word to its place. If the word is not restored exactly, then its synonym is used. The student's vocabulary is automatically activated, and the possibilities of using words are expanded. For example: The story "Chumchuq". (Link will be provided).

Chumchuq

(To'liq shakli)

O'rmon mudhish tezlikda yonardi. Kichkinagina chumchuq yo'lidagi guldan panjalari bilan suv olib, o'rmon ustiga uchdi va tag'in daryoga shoshdi. Shunda o'rmonning yonishini kuzatib turgan hayvonlardan biri kulib baqirdi.

- Hey, o'rmonni bir tomchi suv bilan qutqaraman, deb o'ylayapsanmi?

Chumchuq javob berdi:

- Nima qilay axir, mening qo'limdan keladigani shu. Men har holda qo'limdan kelganini qilyapman...

Xulosa o'zingizdan!

(Tushirilgan so'zlar: (mudhish, kichkinagina, kuzatib turgan, kulib, o'ylayapsanmi, qo'limdan kelgani)

Chumchuq

(Tarqatiladigan nusxasi)

O'rmon _____ tezlikda yonardi. _____ chumchuq yo'lidagi guldan panjalari bilan suv olib, o'rmon ustiga uchdi va tag'in daryoga shoshdi. Shunda o'rmonning yonishini _____ hayvonlardan biri _____ baqirdi:

- Hey, o'rmonni bir tomchi suv bilan qutqaraman

deb _____ mi?

Chumchuq javob berdi:

- Nima qilay axir, mening qo'limdan keladigani shu. Men har holda _____ ni qilyapman...

- Xulosa o'zingizdan!

Encouraging students to learn synonyms through listening develops critical thinking skills. They can easily find out which synonym is intended in a given text, which unit can be replaced by reconstructing the text in their minds, taking into account factors such as tone, audience, and connotation, and learn to convey their thoughts better. In addition, experimenting with synonyms stimulates creativity in expression, which allows students to communicate more effectively and vividly using synonyms.

CONCLUSION

In conclusion, it can be said that the text plays an important role in determining the correct use of synonyms. Words can have different shades of meaning depending on the context in which they are used. Sometimes, as a result of a student's inability to fully remember the words in the text, he or she may use a text synonym instead of a given word, or sometimes he or she may express this meaning with a word combination.

Methods based on written work on the recommended text and listening comprehension enrich the lesson, facilitate mastery of the topic, and can hold the student's attention. The effectiveness of this method also depends on the teacher's skills, of course.

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